



# Social Justice Attitudes Scale



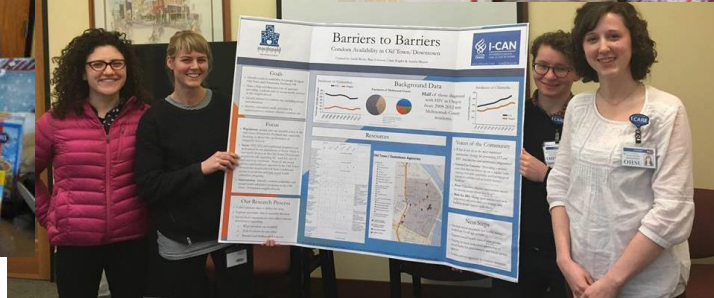
- **Attitudes Towards Social Justice** – assesses “endorsements of social justice values, goals and behaviors” (Torres-Harding, 2012, p. 81)
- **Perceived Behavioral Control** – assesses self-efficacy and confidence towards social justice related goals
- **Subjective Norms** – assesses how others support or discourage social justice activities
- **Intentions to Engage** – assesses future intentions for participation in social justice activities. (Torres-Harding, 2012)



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## Convenience Sample – Undergraduate Nursing Students from 3 Different Programs



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# Project Setting

**Public Community  
College**

70 hours – 5 weeks  
Social Visits Only

**Private Liberal  
Arts University**

66 hours – 11 weeks  
Social Visits Only

**University  
Medical Center**

100 + hours – 10  
weeks  
Social Visits, and  
Active Care  
Coordination



**MAYBELLE**  
CENTER FOR COMMUNITY

**“Educating for Social Change”**



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# Hypotheses

- 1) There will be significant positive changes in social justice attitudes in the majority of students after their clinical experiences.
- 2) Students whose programs include more time and involvement in client care coordination will have a greater change in their Social Justice Attitudes score than those focused only on social interaction.



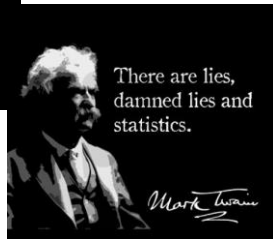
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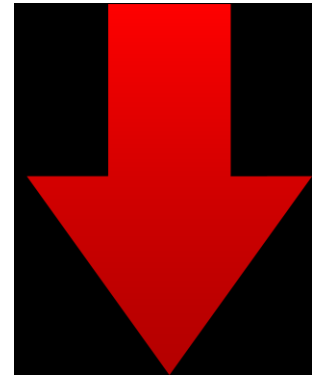
# Mixed Results



**Hypothesis 1:  
Statistically  
Significant**



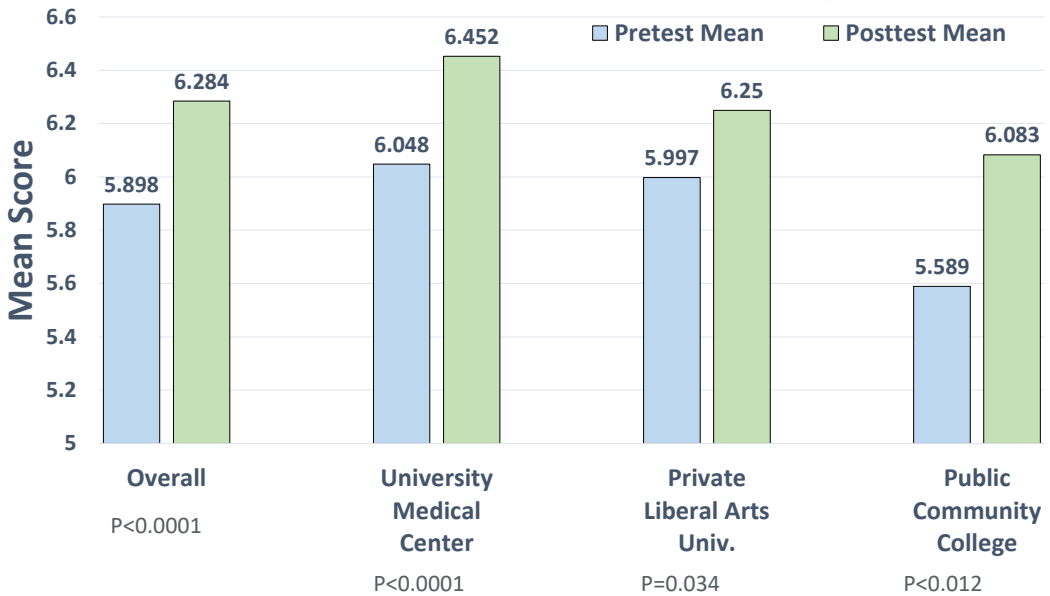
**Hypothesis 2:  
Not showing  
statistically  
significant  
differences**



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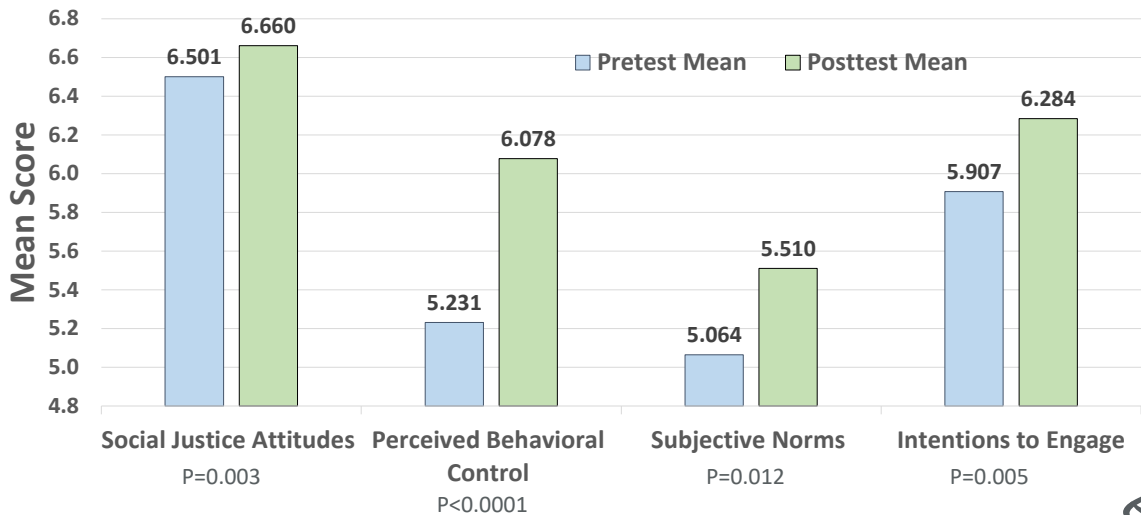
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## Pretest to Posttest Mean Score Changes



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## Subscale Means - Aggregate of All Participants



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## Education Implications

- Placing nursing students in **direct interaction** with marginalized populations increases social justice **awareness and self-efficacy**
- As students' overall **attitudes** towards social justice improved, **their intention to act** on social justice issues did as well.
- Education based in **praxis – exercising the art of nursing** – seeing both **the strengths of, and barriers impacting** the people they care for, can make a significant impact on students' **intentions to act** on social justice.



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# Limitations

- No qualitative data
- Data Gathered Pre-Covid
- Relatively small study -- n 51
- Impact from didactic coursework (different among the schools) was not captured
- Many factors impact the lives of students during a 5 to 10-week period. We cannot say all noted changes can be accounted for only by their experiences in the clinical setting.



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